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| Unit Title: Numbers and Numeration | Pacing (Duration of Unit): 5 weeks |

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| **Desired Results** |

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| **Transfer Goals** |
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| **Established Goals (2011 MA Curriculum Frameworks Standards Incorporating the Common Core State Standards)** |

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| **Standards (Priority Standards in bold):**   * **PK.CC.MA.2: Recognize and name written numerals** * **PK.CC.MA.3:** **Understand the relationship between numerals and quantities up to ten.** * PK.MD.MA.4: Recognize that certain objects are coins and that dollars and coins represent money. | **WIDA for English Language Learners**  Standard 1: ELLs **communicate** for **Social** and **Instructional** purposes within the school setting  Standard 3: ELLs **communicate** information, ideas and concepts necessary for academic success in the content area of **Mathematics**  In the lesson planning stage, teachers will need to differentiate lessons for ELLs. In order to accomplish this they will need: 1.) this curriculum map, 2.) a list of their ELLs and their proficiency levels, and 3.) appropriate language function expectations and scaffolds or supports. |

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| **Meaning (\*Mostly assessed through Performance Tasks/Assessments)** |

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| **Big Ideas:** (Statements and concepts written in teacher friendly language which reflect the important [but not obvious] generalizations we want students to be able to arrive at. These are used by the teacher to focus daily instruction.)   * Numerals have names * Numerals have a sequential order * Numerals represent the quantity of objects * Coins and dollars have monetary value | **Essential Questions:** (Questions which frame ongoing and important inquires about the big ideas. They are written for students and used in daily instruction to help engage students in meaningful thinking.)   * Why do we need numerals? * How do numerals relate to one another? * Why do we have money? |

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| **Acquisition (\*Mostly assessed through traditional summative assessments)** |  |
| **Knowledge:** Key basic concepts, facts, and key terms (written in phrases) students should be able to recall independently.  *Students will know …*   * That numerals have names from 0 – 10 * That numerals go in sequential order * That numerals represent a specific amount of objects * That coins and dollar bills represent money   **Key Academic Vocabulary:**   * Numeral names from zero to ten * Coin, dollar, money | **Skills:** The discrete skills and process students should be able to use independently (Bloom’s Level of Learning should be noted in parentheses.)  *Students will be skilled at:*   * Naming the numerals from 0–10 * Ordering the numerals from 0--10 * Representing a given number of objects with a corresponding numeral * Identifying coins and dollar bills as money |

Resource Suggestions: